



**Course Syllabus
Wycliffe College
Toronto School of Theology**

This description is intended to assist in the course approval process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract. The details of the description are subject to change before the course begins. The course syllabus will be available to the class at the beginning of the course.

Course Identification

Course Number:	WYP2560HF
Course Format:	Hybrid
Course Name:	Church Planting and Fresh Expressions of Church
Course Location:	Online and at Wycliffe College
Class Times:	Online: Tuesdays May 7, 14, 21, June 4, 11, 7:00 p.m. to 9:00 p.m. In-Person Intensive: May 27–29 at Wycliffe College
Prerequisites:	None

Note: This class includes five online sessions as well as an in-person intensive at Wycliffe College. Accommodation may be available at the College for a nominal fee but is not guaranteed or included in course tuition. Classes will include a combination of lectures, guest presentations, and discussion.

Instructor Information

Instructor:	Jeremy McClung
Telephone:	(705) 783-1966
E-mail:	jeremy.mcclung@wycliffe.utoronto.ca
Office Hours:	By Zoom appointment

Course Description

Beginning new churches to serve areas and cultures where no church exists is a historic expression of the *missio dei*. The practice begins in the Book of Acts and has continued through Christian history, but is taking fresh and sometimes unconventional forms in Western society today. This course lays foundations for church planting and fresh expressions of church in scripture and theology, and then looks at contemporary practice through exposure to current resources, issues, and practitioners.

Course Resources

Required Course Texts

Bowen, John, *The Unfolding Gospel: How the Good News Makes Sense of Discipleship, Church, Mission and Everything Else*. Minneapolis: Fortress 2021.

Bowen, John (ed.), *Green Shoots Out of Dry Ground: Growing a New Future for the Church in Canada*. Eugene: Wipf and Stock, 2013.

Stetzer, Ed, and Daniel Im. *Planting Missional Churches*. Second Edition. Nashville: Broadman and Holman, 2016.

These can be purchased (either hard copy or e-book) from the U of T bookstore at 214 College Street, either in person or via the website, <https://uoftbookstore.com>.

Course Website(s)

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>. Students who have trouble accessing Blackboard should ask Thomas Power for further help.

Course Learning Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students will be able to:	This outcome will be demonstrated through these course elements:	This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv):
<ul style="list-style-type: none">• express how pioneering ministry intersects with the Triune God's mission in culture, with specific attention to the Canadian situation;	Assignment 1, 2, 4	MTS: 1.6 MDiv:1.6
<ul style="list-style-type: none">• articulate a biblical and theological rationale for pioneering ministry;	Assignment 1, 2, 4	MTS: 2.1 MDiv:2.1

<ul style="list-style-type: none"> • appraise character traits required for leadership in a particular pioneering setting; 	Assignment 4	<p>MTS: 3.3</p> <p>MDiv: 2.4, 3.1</p>
<ul style="list-style-type: none"> • determine the characteristics of a church planting or fresh expression model most appropriate for a current pioneering opportunity; 	Assignment 5	<p>MTS: 2.3</p> <p>MDiv: 2.2, 2.3</p>
<ul style="list-style-type: none"> • assess, through a theological reflection model, how indicators of success/failure are identified in a particular pioneer ministry 	Assignment 5	<p>MTS: 2.3</p> <p>MDiv: 2.3</p>
<ul style="list-style-type: none"> • design a strategic plan for a proposed new church plant or fresh expression of church 	Assignment 5	<p>MTS: 3.3</p> <p>MDiv: 2.3, 2.4, 3.3</p>

Evaluation

Grade Summary:

- 15% Reading Report 1
- 15% Reading Report 2
- 15% Reading Report 3
- 15% Personal Reflection
- 30% Strategic Plan
- 10% Participation

Assignment Details:

1) Assignment 1: Reading Report on *The Unfolding Gospel*

- Weight:** 15%
- Due:** May 13th, 11:59 p.m.
- Length:** 3–4 pages (approx. 1,000 words)

Reflect on the relevance of this book for church planters and church planting. Use the following questions as starting points: What is the relationship between the gospel, the

kingdom, discipleship, and church planting? How can a church planter (as an individual) and a church plant (as a group) engage in effective evangelism? How should the surrounding culture affect the style, content, and approach of a church plant? How can a church ensure that it remains “missional,” even after it is well-established? (NB. Complete footnotes are not needed, simply the page number.)

2) Assignment 2: Reading Report on *Planting Missional Churches*

Weight: 15%
Due: May 26th, 11:59 p.m.
Length: 3–4 pages (approx. 1,000 words)

Read Chapters 1–18 and skim Chapters 19–30, then write a summary that answers the following questions:

- Why plant churches?
- Who plants churches?
- How are churches planted?
- What are some of the most important areas that must be given attention in church planting? What are some potential hang-ups or pitfalls?

The purpose of this paper is not only to demonstrate your knowledge of what the authors said, but also to encourage your own thoughtful interaction with their ideas. Include your own opinions on and critiques of what you read. (NB. Complete footnotes are not needed, simply the page number.)

3) Assignment 2: Reading Report on *Green Shoots*

Weight: 15%
Due: June 10th, 11:59 p.m.
Length: 3–4 pages (approx. 1,000 words)

Read chapters 1, 3, 4, 5, 6, 9, 11, plus three others (including at least one from Part 3) and report on your reading. Do not summarize the book. Provide the thesis and purpose of the book and then interact with three ideas which occur in multiple chapters you have read, and which are helping to shape your own understanding of pioneering ministries in Canada. Your reflection should include new insights, practical application points, and areas of critical thought explaining where and why you particularly agree or disagree with that particular author. Please make sure to make reference, however brief, to each of the chapters you read. (NB. Complete footnotes are not needed, simply the page number.)

4) Assignment 4: Personal Reflection on Pioneering Ministry

Weight: 15%
Due: July 1st, 11:59 p.m.

Length: 3–4 pages (approx. 1,000 words)

This is an opportunity to do a personal summary of what you have learned and are learning through this course, both the readings and class lectures and discussion. Please include such things as:

- A theological and biblical rationale for pioneering ministries
- A summary of practical learnings, e.g. different models of pioneering, pros and cons of different approaches, comments on guest speakers' presentations
- An analysis of what you have learned about pioneering leadership
- Where you think your own gifts and experience might fit in the spectrum of pioneering ministries
- Be sure to interact with and cite materials covered in the course. Feel free to use (and cite) additional materials you have encountered outside of class.

5) Assignment 5: Strategic Plan for a New Christian community

Weight: 30%

Due: August 1st, 11:59 p.m.

Length: 15 – 20 pages (3,500 – 5,000 words)

On the basis of what you are learning through this course, imagine a fresh expression of church you initiated—three years after its inception. Obviously, this will be fiction, and you should let your imagination run wild. Write in the first person (I or we) and mainly in the past tense (this is what we did). But at the same time, you will need to show clearly how your story has been influenced by your reading and by class lectures. Please be generous with footnotes to indicate where certain ideas come from.

The following are suggestions as to factors you should consider including in your account. If you wish, you can use these eleven points as a template for your paper.

1. How you discovered an area in your city or town that was “under-churched.”
2. Describe what kind of research or discernment you went through, e.g. looking up statistics, prayer walks, “missional listening.”
3. Explain what financial considerations went into your thinking.
4. If you found a vision statement or mission statement useful, explain how and why it came about, and include the text in your paper.
5. What was the involvement of your “sending church” (if any) or denomination (if any)?
6. How did you decide the way forward? What steps did you take?
7. Describe your core team, and something of their strengths and weaknesses.
8. What early “successes” did you have? What “failures”?
9. How did your vision change over time?
10. You should describe the first three years of the project.
11. In conclusion, assess where you are now, and how you imagine (and pray!) the future will unfold.

Ask questions of the visiting guest lecturers and church planters to help you determine what they needed to get started.

6) Participation

Weight: 10%

This portion of your grade is earned by attending class, being on time, having your camera on, and participating in discussions.

Grading System

<i>Letter Grade</i>	<i>Numerical Equivalents</i>	<i>Grade Point</i>	<i>Grasp of Subject Matter</i>
A+	90–100%	4.0	Profound & Creative
A	85–89%	4.0	Outstanding
A-	80–84%	3.7	Excellent
B+	77–79%	3.3	Very Good
B	73–76%	3.0	Good
B-	70–72%	2.7	Satisfactory
FZ	0–69%	0	Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Late work. Basic Degree students are expected to complete all course work by the end of the term in which they are registered. Under exceptional circumstances, with the written permission of the instructor, students may request an extension (SDF = “standing deferred”) beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF must be requested no later than the last day of classes of the term in which the course is taken. The request form is available on the college website or from the Registrar’s office.

One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted. Course grades may be adjusted where they do not comply with University grading policy (<https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and-january-1-2020>) or college grading policy.

Policies

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto

Code of Behaviour on Academic Matters

<http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters

<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs should be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

Course Schedule

Session One	Tuesday, May 7	7–9pm	Online Pre-Intensive	
Session Two	Tuesday, May 14	7–9pm	Online Pre-Intensive	
Session Three	Tuesday, May 21	7–9pm	Online Pre-Intensive	
Session Four	Monday May 27	1–5pm	In-person Intensive	
Session Five	Tuesday, May 28	9am–12pm	In-person Intensive	
Session Six	Tuesday, May 28	1pm–5pm	In-person Intensive	
Session Seven	Wednesday May 29	9am–1pm	In-person Intensive	
Session Eight	Tuesday, June 4	7–9pm	Online Post-Intensive	
Session Nine	Tuesday, June 11	7–9pm	Online Post-Intensive	

Bibliography

Note: Those titles marked with a (C) are by Canadians.

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